

URBAN/MUNICIPAL

CA4 ON HBL W26

A37

1993-

AGENDA OF THE SPECIAL
EDUCATION ADVISORY COMMITTEE
OF THE BOARD OF EDUCATION

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN/MUNICIPAL

CA4 ON HBL W26

A37

1993

1993 02 08

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Dr. Adamson; Trustees Bishop, Patenaude, Wilson and Allen; Mesdames Bramberger, Dennis, Howard, Kappheim, Kerr Jaskiewicz, Oommen, Trott and Yanch; Miss Dalziel; Mr. Verticchio; Drs. Marshall, Toby and Van der Spuy.)

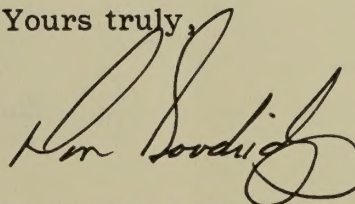
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1993 02 17 at 19:00 hours in Rooms 2-3-4 at the Education Centre [please note change in location.]

An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

rm

Attachment

Notice to all Trustees and Representatives

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1993 02 17

Location: Please note change in location:
Education Centre, Rooms 2-3-4, First Floor

7:00 - 7:05 p.m. Confirmation of the minutes of the 1993 01 20 meeting.

7:05 - 7:10 p.m. Chairman's Remarks

G E N E R A L

7:10 - 7:25 p.m.	Organization Update	Members
7:25 - 7:30 p.m.	Response to questions raised re Transportation Department Annual Report	F. Cooke
7:30 - 7:35 p.m.	Education Week Flyer	F. Cooke
7:35 - 7:45 p.m.	I.P.R.C. Statistics	F. Cooke
7:45 - 8:25 p.m.	Psychological Profiles	Psychological Services Staff
8:25 - 8:30 p.m.	Break	
8:30 - 9:00 p.m.	Discussion and questions	

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1992-1993

Chairman of S.E.A.C.
Adamson, Dr. Ian

Elected Officials of the Board
Bishop, Mrs. Judith
Patenaude, Ms. Marie
Wilson, Ms. Helen
Allen, Bert

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Adamson, Dr. Ian
Ontario Society of Autistic
Citizens, Ham-Went. Chapter
B: 1-688-5550 Ext. 3911
H: 389-6885

Dalziel, Miss Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Dennis, Ms. Sophie,
About FACE
(Facial & Cranial
Abnormalities)
527-8539

Howard, Mrs. Trudy
Canadian National Institute
for the Blind
H: 545-5394

Kerr Jaskiewicz, Vicky
Hamilton & District Easter
Seals Parent Delegate Group
H: 383-9284

Marshall, Dr. Dan
Hamilton Association
Community Living
B: 522-5522
H: 525-1140

Kappheim, Arlene
Association for
Bright Children
H: 385-3839

Oommen, Mrs. Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Trott, Mrs. Sylvia
Learning Disabilities
Association, H-W Chapt.
B: 523-1332
H: 545-1964

Yanch, Ms. Lisa
Hamilton Council for Home
and School
H: 523-0959

ADDITIONAL MEMBERS OF S.E.A.C.:

Sue Bramberger, Ms.
Hamilton Wentworth Home Care
Program
B: 523-8600

Van der Spuy, Dr. Hermanus
Ontario Psychological
Association
B: 521-2100 Ext. 7299

Dominic Verticchio
H-W Children's
Aid Society
B: 522-1121

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Bond, Elizabeth
Supt. of Program
B: 527-5092 Ext 502

Adams, Bob
Co-ordinator of Special
Education
B: 527-5092 Ext. 340

Mutart, Al
Ham Teachers' Fed.

Cooke, Dr. Frank
Ass't Supt of Program
B: 527-4092 Ext. 360

Vander Beek, Mrs. Claire
Teodoro, Mrs. Chit
B: 527-5092
Ext. 274 or 273

Maddocks, Dave
Ham Principals' Assoc

Sims, Jon
Ham Sec Sch Princ Council

**PROGRAM DEPARTMENT - SPECIAL EDUCATION SERVICES
SYSTEM IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE**

DATE JANUARY 1993

55

Total Number of Students Presented to the SIPRC

- Number of Annual Reviews 2
- Change of Placement/Exceptionality to:
 - Specific Learning Disability Self Contained Class 1
 - Specific Learning Disability Regular Class
 - Speech & Language Self Contained Class
 - Speech & Language Regular Class
 - Behavioural Self Contained Class
 - Behavioural Regular Class
 - General Learning Disability Self Contained Class 1
 - General Learning Disability Regular Class
 - Gifted Self Contained Class
 - Gifted Regular Class
 - Trainable Retarded Self Contained Class
 - Assessment/Multiple Self Contained Class
 - Multiple/Other Exceptionality Placement
 - Remove Exceptionality
 - Placed "In Recess" or postponed.....
 - No Change of Placement
- Number of Students Placed "In Recess or Postponed" 2
- Number of Students Identified as Communicational34
 - Specific Learning Disabilities Self Contained Class 15
 - Specific Learning Disabilities Regular Class 10
 - Speech & Language Self Contained Class 9
 - Speech & Language Regular Class
 - Hearing Impaired Self Contained Class
 - Hearing Impaired Regular Class
 - Autistic Self Contained Class
 - Autistic Regular Class
- Number of Students Identified as Intellectual 13
 - General Learning Disabilities Self Contained Class 10
 - General Learning Disabilities Regular Class 1
 - Gifted Self Contained Class 1
 - Gifted Regular Class 1
 - Trainable Retarded Self Contained Class
- Number of Students Identified as Behavioural 1
 - Behavioural Self Contained Class 1
 - Behavioural Regular Class
- Number of Students Identified as Multiple 3
 - Assessment Class Placement
 - Multiple Self Contained Class 2
 - Multiple Regular Class 1
 - Other Exceptionality Self Contained Class
- Number of Students Identified as Physical
 - Physical Self Contained Class
 - Physical Regular Class
- Number of Students Identified as Non-Exceptional
- *****TOTAL ***** 55

I.P.R.C. RESULTS - SUMMARY BY AREA

JANUARY 1993

DESCRIPTION	AREA ONE	AREA TWO	AREA THREE	AREA FOUR	TOTAL
Total Number of Students Presented to the SIPRC	15	7	18	15	55
* Total Number of Annual Reviews	1	0	0	1	2
* Change of Placement to:					
* Specific Learning Disability Self Contained Class				1	
Specific Learning Disability Regular Class					
* Speech & Language Self Contained Class					
Speech & Language Regular Class					
* Behaviour Self Contained Class					
Behaviour Regular Class					
* General Learning Disability Self Contained Class	1				
General Learning Disability Regular Class					
* Gifted Self Contained Class					
Gifted Regular Class					
* Trainable Retarded Self Contained Class					
* Assessment/Multiple Self Contained Class					
Multiple/Other Exceptionality Placement					
Multiple Regular Class					
* Remove Exceptionality					
Placed "In Recess" or Postponed					
* No Change of Placement					
Total Number of Students Placed in Recess or Postponed	0	2	0	0	2
* Total Number of Students Identified as Communicational	5	3	15	11	34
* Specific Learning Disabilities Self Contained Class	4		4	6	
Specific Learning Disabilities Regular Class	1	2	6	1	
* Speech & Language Self Contained Class			5	4	
Speech & Language Regular Class					
* Hearing Impaired Self Contained Class/Regular Class		1			
Hearing Impaired Regular Class					
* Autistic Self-Contained Class					
Autistic Regular Class					
* Total Number of Students Identified as Intellectual	6	2	2	3	13
* General Learning Disabilities Self Contained Class	6		2	2	
General Learning Disabilities Regular Class		1			
* Gifted Self Contained Class				1	
Gifted Regular Class		1			
* Trainable Retarded Self Contained Class					
* Total Number Students as Behavioural	1	0	0	0	1
* Behavioural Self Contained Class	1				
Behavioural Regular Class					
* Total Number of Students Identified as Multiple	2	0	1	0	3
* Assessment					
* Multiple Self Contained Class	1		1		
* Multiple Regular Class	1				
* Other Exceptionality Self Contained Class					
* Total Number of Students Identified as Physical	0	0	0	0	0
* Physical Self Contained Class					
* Physical Regular Class					
* Total Number of Students Identified as Non-Exceptional	0	0	0	0	0
*****TOTALS*****	15	7	18	15	55

Education Centre
100 Main Street West
Hamilton, Ontario
1993 01 07

To the Chairman and Members of the
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

***Re: Report on Psychological Profiles, Referral Information and Outcomes in
Secondary School and Post-Secondary School for Exceptional and
Non-Exceptional Students***

Attached is a report on the Psychological Profiles, Referral Information and Outcomes in Secondary School and Post-Secondary School for Exceptional and Non-Exceptional Students which was prepared during the summer and fall of 1992.

Recommendation: *** See Below

That the report on Psychological Profiles, Referral Information and Outcomes in Secondary and Post-Secondary School for Exceptional and Non-Exceptional Students be received for information.

Prepared by: M. Bountrogianni
 Chief Psychologist

Submitted by: E. G. Bond
 Superintendent of Program

Approved by: K. A. Rielly
 Director and Secretary of the Board

*** The following motion was approved at the 1993 01 14 Development
and 1993 01 21 Board:

That the following Summary of Recommendations in the Report on Psychological Profiles, Referral Information and Outcomes in Secondary School and Post-Secondary School for Exceptional Students be referred to the Superintendent Program for implementation, with a report back to the Development Committee in January, 1994.

A report on the Psychological profiles, referral information and outcomes in secondary school and post-secondary school for Exceptional and non-Exceptional students.

**Joe Trovato, Doreen Vella, Cynthia Wilkinson,
Connie Kidd, Joanne Reitzel, Lois Campbell,
Marie Bountrogianni
Summer/Fall 1992**

**Psychological Services
Hamilton Board of Education**

THE PURPOSE OF THIS CURRENT ENDEAVOUR WAS TO:

1. obtain descriptive data regarding the referral information of a sample of students referred to the Psychological Services and Special Education Departments and to compare this information for students eventually deemed Exceptional and those who were not deemed Exceptional;
2. compare student profiles and placements for students referred from Compensatory Education Schools with those of students referred from non-Compensatory Education Schools;
3. compare profiles and school performance for students with disturbed behavioural profiles: differences between externalizers (acting out) and internalizers (withdrawn);
4. compare students with different Exceptionalities and their outcomes in secondary and post-secondary schools.

DATA SOURCE:

The data source for the current investigation was the incorporation of the Psychological Services Database and the Special Education Student Information System. The Psychological Services Database included data on 2,200 assessments for the school years 1988/89, 1989/90, 1990/91 and 1991/92. Student Services Referral Sheets for 226 students were also used.

The Special Education Student Information System provided data regarding Exceptionality and placement decisions arising from Identification, Placement and Review Committee meetings.

Summary of Recommendations

RECOMMENDATION #1:

The Student Services Referral Form needs to be revised to reflect objective information gathering.

Implications/Rationale: These forms are not always filled out appropriately, making it difficult to record and monitor students' progress as it relates to their referral characteristics.

RECOMMENDATION #2:

The analysis for referral characteristics should be re-done for the 1990-1992 school years to evaluate the use and impact of pre-referral assistance.

Implications/Questions: Only 35% of the students in this sample were shown to have a DART before referral during the 1988 and 1989 school years. Have DARTs been used more frequently since 1990? If not, why not? Should DART notes be attached to referral forms?

RECOMMENDATION #3:

The findings of the analyses of the Compensatory Education students' profiles be presented to the principals of the Comp. Ed. Schools.

Implication: The importance of having consistent curriculum goals across the system is highlighted; students with high mobility may miss the learning of important skills (particularly in the primary years).

RECOMMENDATION #4:

A short form of the Achenbach Teacher Checklist needs to be developed.

Implication: A short form may result in more consistent use by teachers and consultants of this important screening tool.

RECOMMENDATION #5:

The rate of suspensions and attendance patterns of B.E. students needs to be compared to the rates for other Exceptionalities.

Question: Are students identified as Exceptional: Behavioural in school for an adequate amount of time to provide for their educational needs?

RECOMMENDATION #6:

The existing Retirement Survey (why students leave school) needs to be modified to include all Exceptionalities by placement.

Implications: This would improve access to this vital information for tracking and accountability purposes.

RECOMMENDATION #7:

The system continues to provide ongoing support and monitoring in both the junior and intermediate divisions to encourage students to stay in school.

OBJECTIVE 1:

- A comparison was made, based on a subsample of 226 students, of referral information for students tested and eventually deemed Exceptional and for students tested and who were not deemed Exceptional. An analysis for any factors relevant to identification and placement was made.
- The proportion of Exceptional to non-Exceptional in the random sample was 41% and 59% respectively which is not different from our whole referral population; in this regard, the 226 students chosen are a good representative sample.
- Once the students were selected randomly from the database in each of the four divisions (Primary, N=61; Junior, N=56; Middle, N=57; Secondary, N=52), their completed referral forms were examined by the team with the intention of selecting relevant information which could be seen to lead to a distinction between Exceptional and non-Exceptional students.
- Referral sheets from the 1988 and 1989 school years were used only to ensure availability of follow-up data.

Percentage of Students Referred for Specific Problems (N=226)

%age of Students Referred	Problems
----------------------------------	-----------------

85%	attention/concentration
83%	work habits
83%	academic language
63%	arithmetic
44%	poor progress
42%	behaviour
39%	peer relations
17%	attendance

Pre-referral Area/System Support (N=226)

%age Students	Support
----------------------	----------------

17%	Guidance
14%	Adjustment
14%	Primary/Junior
7%	Special Education
7%	Speech Pathology
7%	Public Health Nurse

Pre-referral In-school Support (N=226)

%age Students	Support
----------------------	----------------

35%	D.A.R.T.
58%	L.R.T.
49%	modified program
17%	buddy program
11%	Special Ed. Class support
8%	Parent Volunteers
2%	Co-op students
2%	Educational Assistants
2%	S.E.R.T.

- Pre-referral support from Community agencies was limited to less than 10% involvement, e.g., Children's Aid (6%); Child and Adolescent (2%).

FINDINGS FOR EXCEPTIONAL/NON-EXCEPTIONAL OUTCOMES:

- Attendance, health status and academic status were not significantly related to Exceptionality/non-Exceptionality outcome.
- Students who were later deemed Exceptional were seen to have received significantly more services prior to referral than students who remained non-Exceptional.
- The proportion of schools attended per grade is significantly higher for the students later deemed Exceptional.
- One factor that clearly discriminates between Exceptional and non-Exceptional and self-contained versus regular classroom placement is the intellectual, academic and behavioural profile generated by Psychological Services.

RECOMMENDATION #1:

The Student Services Referral Form needs to be revised to reflect objective information gathering.

IMPLICATIONS/RATIONALE:

These forms are not always filled out appropriately, making it difficult to record and monitor students' progress as it relates to their referral characteristics.

RECOMMENDATION #2:

The analysis for referral characteristics should be re-done for the 1990-1992 school years to evaluate the use and impact of pre-referral assistance.

IMPLICATIONS/QUESTIONS:

Only 35% of the students in this sample were shown to have a D.A.R.T. before referral during the 1988 and 1989 school years. Have D.A.R.T.s been used more frequently since 1990? If not, why not? Should D.A.R.T. notes be attached to referral forms?

OBJECTIVE 2:

An analysis was made of Compensatory Education versus non-Compensatory Education students based on a subsample of 1564 referred students. Findings for referral characteristics, gender, Comp. Ed. status, age and number of schools attended and Exceptionality are presented.

Definition of Compensatory Education Students: Students whose educational program must attempt to compensate for the effects of economically and socially disadvantaged backgrounds (promotion/non-promotion, C.A.T. scores, Otis-Lennon scores, Transfers in, Gates-MacGinitie scores):

- 17 schools were identified in 1984.
- Social workers have been assigned to 10 of the schools.
- Overall, 502 students from Compensatory Education Schools were referred to Psychological Services as compared to 1,302 students from non-Comp. Ed. Schools during the years 1989-1992. Of these, 1564 cases were analyzed.
- Overall, 40% were later deemed Exceptional; but, 51% of Comp. Ed. students referred became Exceptional while only 36% of non-Comp. Ed. students became Exceptional (See Table 1 in Appendix).
- Proportionately more Comp. Ed. than non-Comp. Ed. students are deemed Behavioural.
- Proportionately more Comp. Ed. than non-Comp. Ed. students are deemed Intellectual (EMR).
- Proportionately fewer Comp. Ed., than non-Comp. Ed. students are deemed Communication :Learning Disabled.
- Equal proportions of Comp. Ed. and non-Comp. Ed. students are deemed Communication:Speech and Language (See Table 2 in the Appendix).

Question: Is the "Intellectual" designation of proportionately more Comp. Ed. students justified?

- We cannot answer the question regarding the relative contributions of heredity and environment in determining these children's observed intellectual levels.
- However, based on the data available (I.Q. scores), the designations are justified, i.e., whether or not the students were from Comp. Ed. Schools did not have a significant impact on their distributions (See Table 2a).
- Of the 624 students who became Exceptional, 63% were placed in self-contained special education classes and 37% remained in regular classrooms.
- However, 73% of Comp. Ed. Exceptional students were placed in self-contained classes compared to only 58% of non-Comp. Ed. Exceptional students (See Table 3).
- This may be due to a strong tendency to place students with Intellectual Exceptionality in self-contained classes more often than those deemed Learning Disabled.

FINAL NOTE: Discriminant function analysis of cognitive and academic scores showed that the academic and cognitive profiles reflect more than the fact that children are from disadvantaged backgrounds and are being used appropriately in identifying Exceptional students by category.

RECOMMENDATION #3:

The findings of the analyses of the Compensatory Education students' profiles be presented to the principals of the Comp. Ed. Schools.

IMPLICATION:

The importance of having consistent curriculum goals across the system is highlighted; students with high mobility may miss the learning of important skills (particularly in the primary years).

OBJECTIVE 3:

Using a subsample of 523 Achenbach (Behaviour) profiles, the relationship between cognitive and academic profiles and Internalizing versus Externalizing behaviours was examined.

- 296 students out of the 523 showed significant profiles of disturbance (57%). The distribution was as follows:
 - 24 Internalizers
 - 123 Externalizers
 - 149 Generally Disturbed
 - 227 Non-Disturbed
- The age difference between students with disturbed profiles (9.9) and students with non-disturbed profiles (9.3) was seen to be significant.
- Females with disturbed profiles are more likely to be deemed Exceptional (40%) than boys (30%); however, boys with non-disturbed profiles are more likely (30%) than girls (20%) to be deemed Exceptional.
- No significant difference between Exceptional/non-Exceptional, disturbed/non-disturbed for verbal and nonverbal skills; the disturbed group, however, showed significantly lower academic profiles and significantly lower 3rd factor profiles (attention).
- Exceptional students demonstrated significantly higher total problem scores than regular class placements regardless of gender.
- Self-contained Exceptional students showed significantly higher total problem scores than regular class Exceptional students regardless of gender.
- Age, however, was seen to have a significant impact on total problem scores (the higher the age, the higher the problem score).
- Number of school moves did not appear to be associated with total problem score.

- No significant differences were noted for total problem score between students in Comp. Ed. Schools and students in non-Comp. Ed Schools.
- Internalizers were significantly older than externalizers regardless of gender.
- Distribution of internalizers, externalizers, and generally disturbed profiles was the same for both males and females.
- Cognitive and academic profiles did not vary according to internalizing or externalizing behavioural characteristics.
- No significant differences on probability of being deemed Exceptional or not or of being placed in self-contained or regular classrooms. (N.B.: trend for more externalizers (75%) than internalizers (50%) to be placed self-contained).

RECOMMENDATION #4:

A short form of the Achenbach Teacher Checklist needs to be developed.

IMPLICATIONS:

A short form may result in more consistent use by teachers and consultants of this important screening tool.

OBJECTIVE 4:

A subsample of 260 secondary students who were referred to Psychological Services for assessment was examined for: Exceptional/non-Exceptional status; composite/vocational school attendance; average and type of credits completed and type of Exceptionality; drop-out rates and type of Exceptionality and factors that predict the average number of credits earned per year. An additional sample of 234 students referred for gifted screening was also analyzed.

- Of the 260 students, 67 were female and 193 were male. 149 (57%) were non-Exceptional and 111 (43%) had been deemed Exceptional.
- Of the 234 students referred for gifted screening, 116 were female and 185 were male. 133 (56%) were deemed Gifted-Exceptional.
- As can be seen in Table 4, there was a disproportionately large percentage of Behavioural (B.E.) students attending vocational settings as compared with Non-Exceptional (N.E.) and Specific Learning Disability (S.L.D.) students. What is particularly disturbing about this finding is that unlike General Learning Disability (G.L.D.) students who are attending vocational settings, B.E. students are relatively Average in both ability and achievement.
- As can be seen in Table 5, the proportion of credits earned at different levels is similar between S.L.D. and N.E. students, and similar between B.E. and G.L.D. students. On the basis of their relatively Average ability and achievement profiles, the B.E. students should be more like the S.L.D. or N.E. students in the average number and level of credits earned per year.

- When we looked at factors that tend to predict the average number of credits that will be earned in a year, we found that in the intellectual domain, it was not the verbal or nonverbal factors but a third factor which has been described as a "freedom from distractibility" factor (ability to attend and sustain concentration on aural as well as written tasks).
- In the academic domain, reading comprehension and arithmetic computation were seen to best predict the average number of credits earned per year. What is of interest here is that these two tasks do indeed tax the ability to attend and sustain concentration and would therefore seem consistent with the intellectual finding.
- When we examined when students are most likely to drop out, we found that the drop-out rate was highest in the third year of secondary school whether composite or vocational.
- As can be seen from Table 6, the B.E. students have the highest drop-out rate among both Exceptional and non-Exceptional students and this was true regardless of composite or vocational settings, and regardless of gender.
- One would predict that students who dropped out of secondary school would likely have earned significantly fewer credits than those who would have stayed in school or graduated. This was seen for every group studied except for B.E. as can be seen in Table 6.
- With respect to the relationship between regular and self-contained classroom placement experiences in elementary grades and drop-out rates in secondary school for Exceptional students, we found little or no overall relationship (Table 7).
- The only exception to this was, again, for the B.E. students (N=14) where B.E. students placed in regular classrooms drop out at the rate of 71.4% while B.E. students with self-contained program histories drop out at the rate of 14.3%. While these differences were noted to be highly significant, it has to be pointed out that our sample was very small.
- What is also of interest is the finding that Exceptional students placed in regular classrooms in elementary school did not significantly differ from non-Exceptional students in the average number of credits earned at the secondary school level. Where they did differ was in the composition of the credits, i.e., Exceptional students from regular classroom placements earned fewer Advanced credits and more Basic credits than the non-Exceptional students.
- Table 8 shows marks on credits which significantly differentiated between Bright, Gifted-Regular Class (R.C.) and Gifted Self-contained Students (S.C). The differences for Math and Science between the S.C. and R.C. Gifted students in favour of the former should be noted.

RECOMMENDATION #5:

The rate of suspensions and attendance patterns of B.E. students needs to be compared to the rates for other Exceptionalities.

QUESTIONS/IMPLICATIONS:

Are students identified as Exceptional:Behavioural in school for an adequate amount of time to provide for their educational needs.

RECOMMENDATION #6:

The existing Retirement Survey (why students leave school) needs to be modified to include all Exceptionalities by placement.

IMPLICATIONS/QUESTIONS:

This would improve access to this vital information for tracking and accountability purposes.

RECOMMENDATION #7:

The system continues to provide ongoing support and monitoring of students in both the junior and intermediate divisions to encourage students to stay in school.

TABLE 1**Comp. Ed. and Non-Comp. Ed. Students Who Became Exceptional**

	COMP. ED.	NON-COMP. ED.
Exceptional	51%	36%
non-Exceptional	49%	64%

TABLE 2

EXCEPTIONALITY	COMP. ED.	NON-COMP. ED.
Behavioural	13%	6%
Learning Disabled	52%	72%
Speech & Language	10%	9%
Intellectual (E.M.R.)	25%	13%
	(N=229)	(N=416)

TABLE 2A**Exceptionalities of Students With Performance LQ.'s > 80**

	COMP. ED.	NON-COMP. ED.
Learning Disabled	92%	94%
Intellectual (E.M.R.)	8%	6%

TABLE 3**Placement of Comp. Ed. and non-Comp. Ed. Exceptional Students**

	COMP. ED.	NON-COMP. ED.
Self-Contained	73%	58%
Regular	27%	42%

TABLE 4**Comparison of Exceptionalities and Outcomes in Secondary School**

	N.E.	B.E.	S.L.D.	G.L.D.	REG	GIFTED	BRIGHT
Sample Size	149	14	75	22	47	133	101
Enrolment							
Composite	87%	36%	84%	32%	92%	100%	100%
Vocational	13%	64%	16%	68%	8%		
Av. number of Credits earned per year	5.9	3.6	6.2	5.2	7.2	7.4	7.3
Credit Level							
% Basic	17.1%	68.6%	26.6%	76.6%	2.9%		
% General	54.4%	28.0%	54.0%	23.7%	55.6%	19.5%	23.6%
% Advanced	25.2%	3.4%	15.2%	1.8%	41.5%	80.4%	76.7%
% Other	4.6%		5.6%	.6%			

TABLE 5**OUTCOME****Graduates (students who have left school after obtaining the OSSD)**

	N.E. (N=28)	B.E. (n=0)	S.L.D. (N=8)	G.L.D. (N=1)	REG	GIFTED (n=38)	BRIGHT (n=33)
University						65.8%	51.5%
Community College	50.0%		12.5%			14.3%	15.2%
Work	21.4%		25.0%			23.7%	24.2%
Plans Unknown	28.5%		62.5%	x			9.1%

TABLE 6**Dropouts (students who have left school without obtaining the OSSD are considered as dropouts)**

	N.E.	B.E.	S.L.D.	G.L.D.	REG	GIFTED	BRIGHT
Dropout Rate	11.5%	42.9%	10.7%	22.7%	12%	2.5%	5.0%
Av. Credits per year:							
In School	6.4	3.9	6.8	6.0			
Dropouts	4.1	3.8	2.6	2.3			

TABLE 7**Self-Contained Versus Regular Class Placement
(excluding gifted)**

	N.E. (N=149)	EX-R.C. (N=69)	EX-S.C. (N=42)	
Average number of Credits earned per year	6.1	6.2	5.0	N.E. R.C. > S.C.
Credit Level				
% Basic	17.1	36.2	58.8	N.E. < R.C. < S.C.
% General	54.4	47.4	34.7	N.E. > S.C.
% Advanced	25.2	14.9	4.3	N.E. > R.C. > S.C.
% Other	4.6	3.5	2.2	N.S.

Average number of Credits per year and Credit Levels were not significantly different between Gifted-S.C. and Gifted-R.C.

TABLE 8**MARKS**

MARKS (For Gifted and Bright students, marks for 12 of the 16 academic credits compulsory for the O.S.S.D. were compared: English 1A, Math 1A, Science 1A, Canadian History, Canadian Geography, French 1A, English 2A, Math 2A, Science 2A, English 3A, English 4A and English O.A.C. In addition, when available, students' O.A.C. averages were also compared.) Only credits which significantly differentiated between groups are shown below:

	BRIGHT (n=101)	GIFTED-R.C. (Reg. Class) (n=20)	GIFTED-S.C. (Self-Contained) (n=113)	
French 1A	79.4	80.8	83.9	R.C., S.C. > Bright
Math 2A	73.7	63.0	80.5	S.C. > Bright > R.C.
Science 2A	76.2	65.4	78.1	S.C., Bright > R.C.
English O.A.C.	76.1	78.0	80.2	R.C., S.C. > Bright
O.A.C. Average	80.2 (n=23)	- -	84.1 (n=34)	t-test p=0.66

TABLE 7

TABLE 7
continued

Category	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
1. Total	100.0	100.0	100.0	100.0	100.0	100.0
2. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
3. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
4. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
5. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
6. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
7. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
8. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
9. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
10. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
11. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
12. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
13. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
14. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
15. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
16. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
17. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
18. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
19. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
20. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0

TABLE 8

TABLE 8

TABLE 8
continued

TABLE 8
continued

Category	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
1. Total	100.0	100.0	100.0	100.0	100.0	100.0
2. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
3. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
4. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
5. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
6. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
7. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
8. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
9. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
10. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
11. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
12. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
13. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
14. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
15. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
16. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
17. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
18. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0
19. Ferrous	90.0	90.0	90.0	90.0	90.0	90.0
20. Non-ferrous	10.0	10.0	10.0	10.0	10.0	10.0

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN/MUNICIPAL

CA4 ON HBC W26

A37

1993

1993 02 26

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Dr. Adamson; Trustees Bishop, Patenaude, Wilson and Allen; Mesdames Bramberger, Dennis, Howard, Kappheim, Kerr Jaskiewicz, Oommen, Trott and Yanch; Miss Dalziel; Mr. Verticchio; Drs. Marshall and Van der Spuy.)

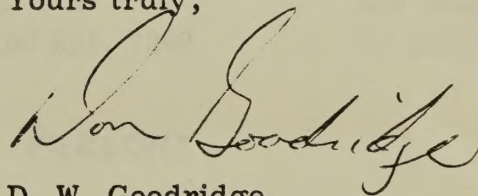
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1993 03 10 at 19:00 hours in Rooms 2-3-4 at the Education Centre.

An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

rm

Attachment

Notice to all Trustees and Representatives

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1992-1993

Chairman of S.E.A.C.
Adamson, Dr. Ian

Elected Officials of the Board
Bishop, Mrs. Judith
Patenaude, Ms. Marie
Wilson, Ms. Helen
Allen, Bert

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Adamson, Dr. Ian
Ontario Society of Autistic
Citizens, Ham-Went. Chapter
B: 1-688-5550 Ext. 3911
H: 389-6885

Dalziel, Miss Nalda,
Hamilton & District Society
for Disabled Children
B: 521-2100 Ext 7416
H: 522-5413

Dennis, Ms. Sophie,
About FACE
(Facial & Cranial
Abnormalities)
527-8539

Howard, Mrs. Trudy
Canadian National Institute
for the Blind
H: 545-5394

Kerr Jaskiewicz, Vicky
Hamilton & District Easter
Seals Parent Delegate Group
H: 383-9284

Marshall, Dr. Dan
Hamilton Association
Community Living
B: 522-5522
H: 525-1140

Kappheim, Arlene
Association for
Bright Children
H: 385-3839

Oommen, Mrs. Frances
Down Syndrome Association
H: 383-4779
B: 523-8600 Ext 311

Trott, Mrs. Sylvia
Learning Disabilities
Association, H-W Chapt.
B: 523-1332
H: 545-1964

Yanch, Ms. Lisa
Hamilton Council for Home
and School
H: 523-0959

ADDITIONAL MEMBERS OF S.E.A.C.:

Sue Bramberger, Ms.
Hamilton Wentworth Home Care
Program
B: 523-8600

Van der Spuy, Dr. Hermanus
Ontario Psychological
Association
B: 521-2100 Ext. 7299

Dominic Verticchio
H-W Children's
Aid Society
B: 522-1121

RESOURCE PERSON:

Newberry, Dr. Philomena
Community Resource
Chedoke-McMaster Hospitals
B: 521-2100 Ext. 7207

BOARD REPRESENTATIVES

Bond, Elizabeth
Supt. of Program
B: 527-5092 Ext 502

Adams, Bob
Co-ordinator of Special
Education
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Mutart, Al
Ham Teachers' Fed.

Cooke, Dr. Frank
Ass't Supt of Program
B: 527-4092 Ext. 360

Vander Beek, Mrs. Claire
Teodoro, Mrs. Chit
B: 527-5092
Ext. 274 or 273

Maddocks, Dave
Ham Principals' Assoc

Sims, Jon
Ham Sec Sch Princ Council

SPECIAL EDUCATION ADVISORY
COMMITTEE
MEMORANDUM 10-1-1961

TO: THE BOARD OF EDUCATION
FROM: THE SPECIAL EDUCATION ADVISORY COMMITTEE

SUBJECT: RECOMMENDATION
OF THE SPECIAL EDUCATION
ADVISORY COMMITTEE
RE: THE PROPOSED
REVISIONS TO THE
SPECIAL EDUCATION
REGULATIONS

RECOMMENDATION OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

The Special Education Advisory Committee has reviewed the proposed revisions to the Special Education Regulations and recommends that the Board of Education approve the following changes:

1. The definition of "special education" should be revised to include students who are emotionally handicapped.

2. The procedures for the identification and evaluation of students should be revised to include a more comprehensive review of the student's academic and social performance.

3. The procedures for the development and implementation of individualized education programs (IEPs) should be revised to include a more comprehensive review of the student's academic and social performance.

4. The procedures for the review and revision of IEPs should be revised to include a more comprehensive review of the student's academic and social performance.

RECOMMENDATION

The Special Education Advisory Committee recommends that the Board of Education approve the following changes:

RECOMMENDATION

The Special Education Advisory Committee recommends that the Board of Education approve the following changes:

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1993 03 10

Location: Education Centre, Rooms 2-3-4, First Floor

7:00 - 7:10 p.m. Chairman's Remarks

GENERAL

7:10 - 7:30 p.m. Organization Update Members

7:30 - 8:00 p.m. Resource Teacher's Handbook A. Marion/M. Martineau

8:00 - 8:10 p.m. Break

8:10 - 8:15 p.m. I.P.R.C. Statistics R. Adams

ELEMENTARY/SECONDARY

8:15 - 8:45 p.m. Early Identification Process S. Simpson

STATE OF NEW YORK
OFFICE OF THE ATTORNEY GENERAL

IN SENATE

January 10, 1906

REPORT OF THE

COMMISSIONER

OF THE LAND OFFICE

FOR THE YEAR 1905

ALBANY:

1906

PRINTED BY THE STATE

PRINTING OFFICE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN/MUNICIPAL

CA40N HBL W26
A37
1993

1993 04 06

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Dr. Adamson; Trustees Bishop, Patenaude, Wilson and Allen; Mesdames Bramberger, Dennis, Howard, Kappheim, Kerr Jaskiewicz, Oommen, Trott and Yanch; Miss Dalziel; Mr. Verticchio; Drs. Marshall and Van der Spuy.)

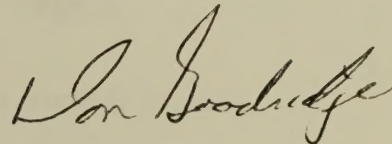
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1993 04 21 at 19:00 hours in Rooms 2-3-4 at the Education Centre.

An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

rm

Attachment

Notice to all Trustees and Representatives

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1993 04 21

Location: Education Centre, Rooms 2-3-4, First Floor

- 7:00 - 7:05 p.m. Confirmation of the minutes of the 1993 02 17 and 1993 03 10 meetings.
7:05 - 7:10 p.m. Chairman's Remarks

GENERAL

- 7:10 - 7:30 p.m. Organization Updates Members
7:30 - 8:15 p.m. Program Department Update W. Hutton
.Computer Format for Handling Student
Information in Special Education
8:15 - 8:30 p.m. Break
8:30 - 8:35 p.m. I.P.R.C. Statistics - Page 1 R. Adams
8:35 - 9:00 p.m. Ministry of Education R. Adams/S. Trott
- Special Education Annual Report

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERSHIP 1992-1993

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(Facial & Cranial
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Teodoro, Mrs. Chit
B: 527-5092
Ext. 274 or 273

Maddocks, Dave
Ham Principals' Assoc

Sims, Jon
Ham Sec Sch Princ Council

**PROGRAM DEPARTMENT - SPECIAL EDUCATION SERVICES
SYSTEM IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE**

DATE FEBRUARY 1993

49

Total Number of Students Presented to the SIPRC

- Number of Annual Reviews 4
- Change of Placement/Exceptionality to:
 - Specific Learning Disability Self Contained Class 2
 - Specific Learning Disability Regular Class
 - Speech & Language Self Contained Class
 - Speech & Language Regular Class
 - Behavioural Self Contained Class
 - Behavioural Regular Class
 - General Learning Disability Self Contained Class 1
 - General Learning Disability Regular Class
 - Gifted Self Contained Class
 - Gifted Regular Class
 - Trainable Retarded Self Contained Class 1
 - Assessment/Multiple Self Contained Class
 - Multiple/Other Exceptionality Placement
 - Remove Exceptionality
 - Placed "In Recess" or postponed.....
 - No Change of Placement
- Number of Students Placed "In Recess or Postponed" 3
- Number of Students Identified as Communicational 30
 - Specific Learning Disabilities Self Contained Class 17
 - Specific Learning Disabilities Regular Class 5
 - Speech & Language Self Contained Class 3
 - Speech & Language Regular Class 3
 - Hearing Impaired Self Contained Class 1
 - Hearing Impaired Regular Class
 - Autistic Self Contained Class 1
 - Autistic Regular Class
- Number of Students Identified as Intellectual 10
 - General Learning Disabilities Self Contained Class 8
 - General Learning Disabilities Regular Class 1
 - Gifted Self Contained Class
 - Gifted Regular Class
 - Trainable Retarded Self Contained Class 1
- Number of Students Identified as Behavioural 1
 - Behavioural Self Contained Class 1
 - Behavioural Regular Class
- Number of Students Identified as Multiple 0
 - Assessment Class Placement
 - Multiple Self Contained Class
 - Multiple Regular Class
 - Other Exceptionality Self Contained Class
- Number of Students Identified as Physical 1
 - Physical Self Contained Class
 - Physical Regular Class
- Number of Students Identified as Non-Exceptional 0
- *****TOTAL***** 49

49

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN/MUNICIPAL
CA4 ON HBL W26
A37
1993

1993 09 08

URBAN MUNICIPAL
SEP 1993
GOVERNMENT DOCUMENTS

TO THE CHAIRMAN AND MEMBERS
SPECIAL EDUCATION ADVISORY COMMITTEE

(Dr. Adamson; Trustees Bishop, Patenaude, Wilson and Allen; Mesdames Bramberger, Elliott, Kappheim, Kerr Jaskiewicz, Oommen, Trott and Yanch; Miss Dalziel; Mr. Verticchio; Dr. Van der Spuy.)

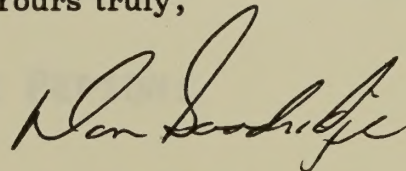
Ladies and Gentlemen:

A meeting of the Special Education Advisory Committee has been scheduled for Wednesday, 1993 09 15 at 19:00 hours in the Lower Auditorium at the Education Centre.

An Agenda is attached.

Your attendance is requested.

Yours truly,



D. W. Goodridge
Director of Education
and Secretary

rm

Attachment

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(Facial & Cranial
Abnormalities)
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for the Blind
H: .

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Hamilton & District Easter
Seals Parent Delegate Group
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Community Living
B:
H:

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Bright Children
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H: 383-4779
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Community Resource
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Tomlinson, Dr. Janice
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Cooke, Dr. Frank
Ass't Supt of Program
B: 527-4092 Ext. 360

Vander Beek, Claire
Teodoro, Chit
B: 527-5092
Ext. 274 or 273

Collins, E.
Ham Principals' Assoc

Sims, Jon
Ham Sec Sch Princ Council

SPECIAL REPORT FOR AGRICULTURE
COMMITTEE
MEMBERSHIP 1952-1953

MEMBERSHIP LIST

Page 1 of 2

NAME	ADDRESS	CITY	STATE	ZIP
Mr. J. A. Smith	123 Main St.	Springfield	Ill.	62761
Mr. W. B. Jones	456 Oak Ave.	Chicago	Ill.	60601
Mr. C. D. Brown	789 Elm St.	Peoria	Ill.	61601
Mr. E. F. White	101 Maple Dr.	Rockford	Ill.	61101
Mr. G. H. Black	202 Pine St.	Decatur	Ill.	62521
Mr. I. J. Green	303 Cedar Ave.	Normal	Ill.	62451
Mr. K. L. Hall	404 Birch St.	Urbana	Ill.	61501
Mr. M. N. Young	505 Walnut Dr.	Macomb	Ill.	61451
Mr. O. P. King	606 Spruce Ave.	Streator	Ill.	61361
Mr. Q. R. Lee	707 Ash St.	Lacon	Ill.	61041
Mr. S. T. Walker	808 Hickory Dr.	Sherrill	Ill.	61351
Mr. U. V. Hill	909 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Scott	1010 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. Adams	1111 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Baker	1212 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Carter	1313 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Evans	1414 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Fisher	1515 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Gibson	1616 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Grant	1717 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Harris	1818 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Howell	1919 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Ingram	2020 Ash St.	Wilmington	Ill.	61081
Mr. S. T. Jackson	2121 Hickory Dr.	Wilmington	Ill.	61081
Mr. U. V. Keller	2222 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Lane	2323 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. Little	2424 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Long	2525 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Mason	2626 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Nelson	2727 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Owen	2828 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Parker	2929 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Quinn	3030 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Reed	3131 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Russell	3232 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Shaw	3333 Ash St.	Wilmington	Ill.	61081
Mr. S. T. Smith	3434 Hickory Dr.	Wilmington	Ill.	61081
Mr. U. V. Taylor	3535 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Thomas	3636 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. Turner	3737 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Vance	3838 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Webb	3939 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Wright	4040 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Young	4141 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Ziegler	4242 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Zimmerman	4343 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Bonner	4444 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Boyd	4545 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Byrd	4646 Ash St.	Wilmington	Ill.	61081
Mr. S. T. Cannon	4747 Hickory Dr.	Wilmington	Ill.	61081
Mr. U. V. Carroll	4848 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Chase	4949 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. Clark	5050 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Coffey	5151 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Cook	5252 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Davidson	5353 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Edwards	5454 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Evans	5555 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Fox	5656 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Fry	5757 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Gallagher	5858 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Gibson	5959 Ash St.	Wilmington	Ill.	61081
Mr. S. T. Hall	6060 Hickory Dr.	Wilmington	Ill.	61081
Mr. U. V. Hart	6161 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Hendon	6262 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. Howell	6363 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Ingram	6464 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Jackson	6565 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Johnson	6666 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Keith	6767 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Lester	6868 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Little	6969 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Long	7070 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Mason	7171 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Meyer	7272 Ash St.	Wilmington	Ill.	61081
Mr. S. T. Miller	7373 Hickory Dr.	Wilmington	Ill.	61081
Mr. U. V. Moore	7474 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Nichols	7575 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. Olson	7676 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Parker	7777 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Quinn	7878 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Roberts	7979 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Russell	8080 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Sanders	8181 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Shaw	8282 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Smith	8383 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Taylor	8484 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Thomas	8585 Ash St.	Wilmington	Ill.	61081
Mr. S. T. Turner	8686 Hickory Dr.	Wilmington	Ill.	61081
Mr. U. V. Vance	8787 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Webb	8888 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. White	8989 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Wright	9090 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Young	9191 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Zimmerman	9292 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Bonner	9393 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Boyd	9494 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Byrd	9595 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Cannon	9696 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Carroll	9797 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Chase	9898 Ash St.	Wilmington	Ill.	61081
Mr. S. T. Clark	9999 Hickory Dr.	Wilmington	Ill.	61081
Mr. U. V. Coffey	10000 Sycamore Ave.	Wilmington	Ill.	61081

ADDITIONAL MEMBERS OF 2002-2003

NAME	ADDRESS	CITY	STATE	ZIP
Mr. J. A. Smith	123 Main St.	Springfield	Ill.	62761
Mr. W. B. Jones	456 Oak Ave.	Chicago	Ill.	60601
Mr. C. D. Brown	789 Elm St.	Peoria	Ill.	61601
Mr. E. F. White	101 Maple Dr.	Rockford	Ill.	61101
Mr. G. H. Black	202 Pine St.	Decatur	Ill.	62521
Mr. I. J. Green	303 Cedar Ave.	Normal	Ill.	62451
Mr. K. L. Hall	404 Birch St.	Urbana	Ill.	61501
Mr. M. N. Young	505 Walnut Dr.	Macomb	Ill.	61451
Mr. O. P. King	606 Spruce Ave.	Streator	Ill.	61361
Mr. Q. R. Lee	707 Ash St.	Lacon	Ill.	61041
Mr. S. T. Walker	808 Hickory Dr.	Sherrill	Ill.	61351
Mr. U. V. Hill	909 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Scott	1010 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. Adams	1111 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Baker	1212 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Carter	1313 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Evans	1414 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Fisher	1515 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Gibson	1616 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Grant	1717 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Harris	1818 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Howell	1919 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Ingram	2020 Ash St.	Wilmington	Ill.	61081
Mr. S. T. Jackson	2121 Hickory Dr.	Wilmington	Ill.	61081
Mr. U. V. Keller	2222 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Lane	2323 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. Little	2424 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Long	2525 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Mason	2626 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Nelson	2727 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Owen	2828 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Parker	2929 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Quinn	3030 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Reed	3131 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Russell	3232 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Shaw	3333 Ash St.	Wilmington	Ill.	61081
Mr. S. T. Smith	3434 Hickory Dr.	Wilmington	Ill.	61081
Mr. U. V. Taylor	3535 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Thomas	3636 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. Turner	3737 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Vance	3838 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Webb	3939 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Wright	4040 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Young	4141 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Ziegler	4242 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Zimmerman	4343 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Bonner	4444 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Boyd	4545 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Byrd	4646 Ash St.	Wilmington	Ill.	61081
Mr. S. T. Cannon	4747 Hickory Dr.	Wilmington	Ill.	61081
Mr. U. V. Carroll	4848 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Chase	4949 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. Clark	5050 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Coffey	5151 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Cook	5252 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Davidson	5353 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Edwards	5454 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Evans	5555 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Fox	5656 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Fry	5757 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Gallagher	5858 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Gibson	5959 Ash St.	Wilmington	Ill.	61081
Mr. S. T. Hall	6060 Hickory Dr.	Wilmington	Ill.	61081
Mr. U. V. Hart	6161 Sycamore Ave.	Wilmington	Ill.	61081
Mr. W. X. Hendon	6262 Poplar St.	Wilmington	Ill.	61081
Mr. Y. Z. Howell	6363 Chestnut Dr.	Wilmington	Ill.	61081
Mr. A. B. Ingram	6464 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Jackson	6565 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Johnson	6666 Maple Dr.	Wilmington	Ill.	61081
Mr. G. H. Keith	6767 Pine St.	Wilmington	Ill.	61081
Mr. I. J. Lester	6868 Cedar Ave.	Wilmington	Ill.	61081
Mr. K. L. Little	6969 Birch St.	Wilmington	Ill.	61081
Mr. M. N. Long	7070 Walnut Dr.	Wilmington	Ill.	61081
Mr. O. P. Mason	7171 Spruce Ave.	Wilmington	Ill.	61081
Mr. Q. R. Meyer	7272 Ash St.	Wilmington	Ill.	61081
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RESOURCES REPORT

STATE REPRESENTATIVES

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Mr. A. B. Long	2525 Elm St.	Wilmington	Ill.	61081
Mr. C. D. Mason	2626 Oak Ave.	Wilmington	Ill.	61081
Mr. E. F. Nelson	2727 Maple Dr.	Wilmington	Ill.	61081
Mr. G.				

A G E N D A

SPECIAL EDUCATION ADVISORY COMMITTEE

1993 09 15

Location: Education Centre, Lower Auditorium

Confirmation of the minutes of the 1993 05 19 and 1993 06 16 meetings.

7:00 - 7:10 p.m. Chairman's Remarks

7:10 - 7:20 p.m. Special Education Co-ordinator - Introduction and Remarks

GENERAL

7:20 - 7:45 p.m.	Organization Updates	Members
7:45 - 7:50 p.m.	Dates of SEAC meetings	Dr. Adamson
7:50 - 8:00 p.m.	Review of Priorities - 1992-1993	Dr. Tomlinson
8:00 - 8:10 p.m.	Break	
8:10 - 9:00 p.m.	Setting of Priorities for 1993-94	Dr. Tomlinson



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RUST	25078	ROUILLE
EX RED	25079	ROUGE

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